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MANAGING EMOTIONS: A CASE STUDY EXPLORING THE RELATIONSHIP BETWEEN EXPERIENTIAL LEARNING, EMOTIONS, AND STUDENT PERFORMANCE

ABSTRACT

Research demonstrates that experiential education contributes to enhancing students' workplace readiness and employability. Business schools have responded by embedding experiential learning opportunities, ranging from work placements to live client projects, throughout curriculum. This case study synthesizes research and theory from education and psychology to conceptualize how experiential learning in management education facilitates emotional engagement and learning. We proceed to pilot a conceptual model through a content analysis of reflective journals from an experiential course at an undergraduate business school. This case study suggests that student-goal orientation plays an important role in predicting emotional response, regulation and, ultimately, performance within an experiential learning environment. In addition, this study identifies that interdependency inherent within team-based experiential learning is a critical trigger of negative emotions. This suggests that the educational value of experiential learning is focused on how students learn to regulate and adapt to negative emotions, while maintaining a focus on performance. (c) 2014 Elsevier Ltd. All rights reserved.

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